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ABSTRACT

This document is an annotated bibliography of research and development publications on topics concerning services to at-risk youth. The 30 publications, which have been produced by a variety of organizations, are grouped into these categories: (1) increasing academic success; (2) meeting diversity in today's students; (3) community partnerships; and (4) effects of reform: resources for policymakers. One-page descriptions of each publication are provided, including information on where to obtain the publication and its cost. Some of the specific topics covered include grouping, basic skills, reading and writing programs, effective Chapter 1 projects, delinquency prevention, effective discipline, sex equity, improving schooling for non-English speaking students, business-education partnerships, community involvement in dropout prevention, parent-teacher relationships, resources devoted to the dropout problem versus cost of dropouts to society, negative potential of higher standards, and the need to begin dropout prevention in preschool. (ABL)

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Special Topical Issue

THE CUTTING EDGE:
New R&D Products
available through the network of regional educational laboratories

Serving At-Risk Youth

U.S. DEPARTMENT OF EDUCATION
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May 1987

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The Regional Laboratory for Educational Improvement
of the Northeast and Islands
300 South Main Street, Andover, Massachusetts 01810 (617) 470-0098

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5 May 1987

Dear Colleague:

This is a special issue of **The Cutting Edge: New R&D Products.** In it we have gathered annotations of resources that deal with serving at-risk youth. You'll find the descriptions organized into four sections:

Increasing Academic Success,
Meeting Diversity in Today's Students,
Community Partnerships, and
Effects of Reform: Resources for Policymakers.

Each of the resources described is available through the national network of educational laboratories, university-based r&d centers, and other major researchers and developers. Ordering information for products is contained at the conclusion of each description.

These materials are new and may not yet have been extensively reviewed. However, we believe educators should be apprised about what is available as soon as possible. Feel free to copy descriptions, distribute them to appropriate staff members and colleagues, and use them in any way you can. If you publish a newsletter and wish to include some descriptions, please do so, giving credit to The Regional Laboratory for Educational Improvement of the Northeast and Islands.

If you have a comment or suggestion about **The Cutting Edge: New R&D Products on Serving At-Risk Youth,** please do not hesitate to call or write our Communications Specialist, Janet Angelis, or me.

Sincerely,

David P. Crandall, Ed.D.
Executive Director
The Regional Laboratory for Educational Improvement of the Northeast and Islands

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The Cutting Edge: New R&D Products

On Serving At-Risk Youth

Increasing Academic Success

Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis (Center for Research on Elementary and Middle Schools).

Building Basic Skills: The Dropout (The National Center for Research in Vocational Education).

A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement (Center for Research on Elementary and Middle Schools).

Effective Compensatory Education Sourcebook (Superintendent of Documents, U.S. Government Printing Office).

The Effectiveness of Chapter 1 Services (Chapter 1 National Assessment).

Grouping for Instruction: Equity and Effectiveness (Center for Research on Elementary and Middle Schools).

Mastery Learning Reconsidered (Center for Research on Elementary and Middle Schools).

Outcome-Based Instructional Systems: Primer and Practice (Far West Laboratory for Educational Research and Development).

"Problem Solving," "Remediation," and "Individual Differences," (Appalachia Educational Laboratory R&D Interpretation Service mathematics bulletins).

Meeting Diversity in Today's Students

Achieving Quality Integrated Education (National Education Association).

An Assessment of a Delinquency Prevention Demonstration with Both Individual and Environmental Interventions (Center for Social Organization of Schools).

"Effective Secondary Schools" (Research for Better Schools).

An Examination of Student Discipline Policy in Three Middle Schools (Center for Educational Policy and Management).

Kids Accepted Here: Activities for the Classroom (The Regional Laboratory for Educational Improvement of the Northeast and Islands).

"The Report Card Series" (The Mid-Atlantic Center for Sex Equity, The NETWORK, Inc.).

School Size and School Disorder (Center for Social Organization of Schools).

A Statement on Improving Schooling for Students from Diversified Language and Cultural Backgrounds (SWRL Educational Research and Development).

A Survey of Primary Pregnancy Prevention Activities for Early Adolescents in Six Cities (Academy for Educational Development).

Community Partnerships

Breaking Through: Portraits of Winners (The Regional Laboratory for Educational Improvement of the Northeast and Islands).

Business-Education Partnerships: Strategies for School Improvement (The Regional Laboratory for Educational Improvement of the Northeast and Islands).

Dropout Prevention in Appalachia: Lessons for the Nation (Appalachian Regional Commission).

Noble Allies: Volunteers in the Schools (Council for Basic Education).

Teacher/Parent Partnerships: Guidelines and Strategies for Training Teachers in Parent Involvement Skills (Southwest Educational Development Laboratory).

Toward an Integrated Theory of School and Family Connections (Center for Research on Elementary and Middle Schools).

Effects of Reform: Resources for Policymakers

Educational Reform for Disadvantaged Students: An Emerging Crisis (National Education Association).

Focus on the Child: Advancing Elementary Education (Elementary School Center).

On the Social Costs of Dropping Out of School (Stanford Education Policy Institute).

Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts (Center for Social Organization of Schools).

School Dropouts: Everybody's Problem (The Institute for Educational Leadership, Inc.).

Students At Risk: A Review of Conditions, Circumstances, Indicators, and Educational Implications (North Central Regional Educational Laboratory).

These publications are available from a variety of sources. To order, please see the source information at the end of each description.

GROUPING AFFECTS STUDENT ACHIEVEMENT

A comprehensive review of research studies on how elementary schools group students for instruction has found that some ability-grouping plans create higher student achievement than others.

The review, conducted by Robert E. Slavin of the Center for Research on Elementary and Middle Schools, examined the "best evidence" about how five comprehensive ability-grouping plans typically used in elementary schools affect achievement. The five plans are ability-grouped class assignment, regrouping for reading and/or mathematics, the Joplin plan, nongraded plans, and within-class ability grouping.

Slavin's conclusion for schools and teachers is a simple one: Use the grouping methods that the research finds to be effective (within-class ability grouping in mathematics, class regrouping plans such as Joplin, and nongraded arrangements in reading), and avoid those the research does not find to be effective. In particular, schools should find alternatives to the practice of assigning students to self-contained classes according to general ability or performance level.

The review found ability grouping most effective when the practice is used for only one or two subjects, with students remaining in heterogeneous classes most of the day; when ability grouping greatly reduces student heterogeneity in a specific skill; when group assignments are frequently reassessed; and when teachers vary the level and pace of instruction according to students' needs.

Source:
Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis is available from the Educational Research Dissemination Office, Center for Research on Elementary and Middle Schools, Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218 (103 pages, $6.50, prepaid).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098. Permission to reprint is granted; please credit The Regional Lab.

BASIC SKILLS ENHANCE SUCCESS OF VOCATIONAL EDUCATION

Vocational training that incorporates a strong basic skills component offers potential dropouts the most opportunity to succeed in high school, say investigators at The National Center for Research in Vocational Education at The Ohio State University.

James Weber and Cindy Silvani-Lacey assembled data from 19 studies on the dropout problem and found that while the average basic skills performance of potential and actual high school dropouts hovered at about the fifth grade level, these skills increased substantially when mathematics and language instruction were combined with vocational training. Among their recommendations for developing a program especially suited for potential dropouts, the researchers urge:

- spelling out the structure, goals, and objectives of instruction so that students understand them;
- identifying potential dropouts early;
- developing and evaluating programs with separate presecondary and secondary components;
- utilizing individualized instruction materials and techniques;
- increasing overall effectiveness by integrating other support services into the student's program.

Weber and Silvani-Lacey also found that the basic skills levels of students in different vocational programs varied significantly. Students enrolled in business generally performed higher than did students enrolled in agriculture, health, technical, and trade and industrial programs. The basic skills achievement of these latter students, however, generally surpassed that of students enrolled in distributive education and home economics.

Source:
Building Basic Skills: The Dropout by James M. Weber and Cindy Silvani-Lacey is available from The National Center for Research in Vocational Education, National Center Publications, Box R37, 1960 Kenny Road, Columbus, OH 43210-1090 (order no. RD236, 58 pages, $5.75).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617)470-0098. Permission to reprint is granted; please credit The Regional Lab.

READING AND WRITING PROGRAM BOOSTS SKILLS OF THIRD AND FOURTH GRADERS

An evaluation by researchers at the Center for Research on Elementary and Middle Schools has found that a comprehensive cooperative learning approach to reading and writing produces higher scores for third and fourth-graders on standardized achievement tests of reading comprehension, reading vocabulary, language expression, and spelling.

Researchers Nancy Madden, Robert Stevens, and Robert Slavin also found that these students get more favorable ratings for organization of their writing, compared to control group students.

The learning approach evaluated was CIRC -- Cooperative Integrated Reading and Composition.

CIRC maintains and elaborates on teachers' direct instruction through the use of heterogeneous teams and team rewards. In reading, for example, students read basal stories to one another and discuss the stories to check each other's comprehension. They also complete word attack, vocabulary meaning, and spelling exercises together, and practice reading comprehension exercises and write in response to the materials that they read.

In writing, students act both as audiences and helpful critics for one another. The program provides frequent opportunities for students to examine their writing from another's point of view. Teammate assistance during content revision and editing helps students develop their ideas in writing and perfect their mechanics.

Source:
A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement is available from the Center for Research on Elementary and Middle Schools, The Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218 (25 pages; $2.25 prepaid).

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RESOURCEBOOK FOCUSES ON ATTRIBUTES OF EFFECTIVE CHAPTER 1 PROJECTS

Effective Chapter 1 projects -- those that have been unusually successful in meeting the special needs of disadvantaged students -- most frequently attribute their success to the use of appropriate instructional materials, methods, and approaches.

The next most frequently cited attributes that make these projects work are the projects' coordination with the regular school program and with other special programs, and strong parent/community involvement.

These findings come from the Effective Compensatory Education Sourcebook, recently published by the U.S. Education Department.

Prepared by Philip A. Griswold, Kathleen J. Cotton, and Joe B. Hansen of the Northwest Regional Educational Laboratory, the two-volume sourcebook is a guide to improving compensatory education. The first volume reviews 13 effective instructional and organizational practices in classrooms and schools. Its purpose, say the authors, is to "give readers an understanding of what the attributes of effective schooling are and what these attributes look like in actual school and classroom settings."

The second volume profiles the 116 Chapter 1 programs that have been selected for special recognition by the secretary of education or been determined effective by the U.S. Education Department's Joint Dissemination Review Panel. All of these projects, according to Griswold, Cotton, and Hansen, "have succeeded in improving student achievement, attendance rates and parent support." Moreover, they say, "In all cases, the projects used instructional and organization strategies that are corroborated by research as being effective in improving student performance."

Source:
Effective Compensatory Education Sourcebook is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (2 volumes, $13.00, document number 065-000-00251-5).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098. Permission to reprint is granted; please credit The Regional Lab.

CHAPTER 1 STUDENTS SCORE HIGHER THAN DISADVANTAGED STUDENTS NOT RECEIVING SIMILAR SERVICES

Disadvantaged students who receive Chapter 1 services show greater increases on standardized tests than similar students not in Chapter 1. The gains, however, are not enough to put these students on an academic par with their more advanced counterparts.

That's one of the results to come out of a new Department of Education study on the effectiveness of the Chapter 1 program and its predecessor, Title 1. The study, the second of a three-part assessment of Chapter 1/Title 1 mandated by Congress, is based on a re-examination of existing data from previous Chapter 1 studies and describes both one-year and longer-term program effects.

Among its other findings is that students in Chapter 1 mathematics programs do better on standardized tests than those in Chapter 1 reading programs; student gains in lower elementary Chapter 1 programs are greater than gains in upper grade Chapter 1 programs; and that students tend to lose their achievement gains when Chapter 1 services are discontinued.

The study also found that the achievement gap between Chapter 1 students and their peers seems to widen during the summer months. Chapter 1 summer programs have not narrowed that gap, says the study, largely because "these programs were not designed to be academically rigorous."

Source:
The Effectiveness of Chapter 1 Services is available free in limited quantities from Chapter 1 National Assessment, Rm. 517, 555 New Jersey Ave., NW, Washington, DC 20208. Copies are also available from the U.S. Government Printing Office.

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098. Permission to reprint is granted, please credit The Regional Lab.

STUDENTS LEARN MORE IN MIXED ABILITY GROUPS THAN THEY DO IN HOMOGENEOUS CLASS ASSIGNMENTS

Critics who have maintained all along that ability grouping segregates the races in schools can now argue against this practice on educational grounds as well. There is a whole body of research that points to the fact that ability grouped class assignment does nothing to enhance student achievement at the elementary level and very little at the secondary level.

In fact, more and more studies are showing that students in mixed ability groups do better in school than those grouped by ability.

Robert E. Slavin of the Center for Research on Elementary and Middle Schools examined several of the most widely used school grouping plans and found three of them to have "considerably better evidence of effectiveness and less segregative potential" than the ability grouped class assignment that is in most frequent use. The three plans are the Joplin Plan, which groups students across grade levels for reading instruction; within-class ability grouping for one or two subjects; and cooperative learning, where students work in heterogeneous groups and are graded on the achievements of the entire group.

All three of these plans, says Slavin, meet the criteria for instructionally effective grouping without detracting from desegregation efforts: they leave students in heterogeneous classes most of the school day, regroup only for reading and/or mathematics according to student performance, can flexibly change student placements, and tend to completely adapt the level and pace of instruction to the needs and preparedness of the regrouped classes.

Source:
Grouping for Instruction: Equity and Effectiveness is available from the Center for Research on Elementary and Middle Schools, 3505 N. Charles St., Baltimore, MD 21218 (22 pages, $2.00).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098. Permission to reprint is granted; please credit The Regional Lab.

MASTERY LEARNING AS IMPLEMENTED IN MOST SCHOOLS FAILS TO RAISE STUDENTS' GENERAL ACHIEVEMENT

The mastery learning instructional process as commonly used in schools has "modest to non-existent effects on student achievement," according to a new research review by Robert E. Slavin of the Center for Research on Elementary and Middle Schools.

Students in mastery learning are instructed on a learning objective and then tested for mastery. If they score below a pre-set criterion of mastery, they receive immediate feedback and corrective instruction and are then retested.

Slavin's review found that modest effects on achievement occured when students were tested on specific lesson material; no effects on achievement occurred when they were tested on more general standardized measures, even in studies of a year's duration.

The moderate effects on tests that reflect the exact material taught indicate that mastery learning does get teachers and students to zero in on material to be learned, Slavin notes. Also, he cautions, his findings do not justify "an abandonment of mastery learning, either as an instructional practice or as a focus of research." Several mastery learning programs have been successful, he says. This indicates that "much more research is needed to explore the issues raised in this review."

Source:
Master Learning Reconsidered is available from the Center for Research on Elementary and Middle Schools, The Johns Hopkins University, 3505 N. Charles St., Baltimore, MD 21218 (72 pages, $4.50).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098. Permission to reprint is granted; please credit The Regional Lab.

SOME GOOD IDEAS FOR EXCELLENCE COME FROM OLD SYSTEMS

Turning the nation's spotlight on schools has sent educators, parents, and other concerned citizens scurrying for new ideas with which to achieve educational excellence.

But a good idea doesn't necessarily have to be a new idea reminds a report from the Far West Laboratory for Educational Research and Development. Some good ideas in education have been evolving for several years and are just now becoming ready for widespread use.

That's good news for the excellence movement. It means that yesterday's investments are paying off at the very moment we need them the most.

Far West Laboratory's report describes one such good idea -- outcome-based instructional systems, a comprehensive approach to teaching, learning, and instructional management that has its roots in the mastery learning and competency-based education movements of the early 1970s.

Outcome-based instructional systems call into question those teaching, evaluation, and student assignment methods that stress comparisons among students. Student success is defined as "goals reached" rather than one student's relative advantage over another's. Adjusting instruction to accommodate the learning rates of individual students is one of the keys to the success of outcome-based programs.

Translating this approach into practice takes considerable organization by the school since learning groups are constantly forming and reforming according to student's mastery levels and learning objectives. Also, for the approach to work, teachers must spend a great deal of time establishing objectives, planning instructional units, evaluating mastery, and record keeping. Nonetheless, teachers in the three outcome-based instructional systems profiled in the report spoke of the system with enthusiasm, citing improved student test scores, reductions in discipline problems and vandalism, better student attitudes, and more professional self-esteem by teachers as primary benefits of the approach.

Source:
Outcome-Based Instructional Systems: Primer and Practice by Carol Murphy is available from the Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103 (24 pages, $2.00).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098. Permission to reprint is granted; please credit The Regional Lab.

BULLETINS PROVIDE INSTRUCTIONAL TIPS FOR TEACHING MATHEMATICS

Want to boost students' ability to solve mathematics problems? Design effective remediation programs? Gear instruction to individual learning differences?

Instructional tips on coping with these three common problems in mathematics instruction are contained in a series of bulletins provided by the Appalachia Educational Laboratory's R&D Interpretation Service.

Prepared by Jean Sealey, each bulletin provides research-based strategies that teachers can put to immediate use in their classrooms. For example, Sealey suggests that teachers break the problem-solving process down into four stages. This not only provides students with a way to think about the problem but also helps teachers identify where students are experiencing learning difficulties. She also discusses various roles teachers can play in the teaching of problem solving, depending on students' problem-solving abilities, and what teachers can do to incorporate features of an effective problem-solving program into mathematics instruction.

Among recommendations for designing effective remediation programs, Sealey reminds teachers to be accepting of student difficulties. "Remember that the students are usually aware of their difficulties. It is important that you establish an atmosphere of acceptance so that students will be free to respond," she says. Sealey also lists six questions that teachers can ask themselves to help identify the source of students' learning difficulties and gives examples of effective remedial techniques.

Tips on teaching to individual differences focus on determining students' levels of cognitive development and recognizing and instructing students with different cognitive styles. There is also a brief discussion of other differences that affect learning such as intelligence and motivation, sensory preferences, and preparation.

Source:
Reprints of the R&D Interpretation Service mathematics bulletins, Problem Solving, Remediation, and Individual Differences, are available from the Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 So. Main Street, Andover, MA 01810 ($1.00 each or $2.50 for the set, plus $2.00 postage and handling per order). All orders must be prepaid.

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TRADITIONAL SCHOOL ARRANGEMENTS WORK AGAINST EQUITY AND QUALITY GOALS OF DESEGREGATION

Quality integrated education is most likely to occur in schools where students of different races have ample opportunity to get to know one another and where everyone is accepted equally, regardless of academic ability.

But the chances of that happening in schools that rely on organizational arrangements such as ability grouping, tracking, and whole group instruction are small. Stratified learning groups rarely give students occasion to interact with others outside their own immediate group. Moreover, such arrangements make it easy for students to compare academic abilities and socially disassociate themselves from those in lower ability groups.

These findings, published by the National Education Association, are drawn from a review of over 1,000 research studies on student achievement and school desegregation by Willis D. Hawley and Susan J. Rosenholtz.

Hawley, of Vanderbilt University, and Rosenholtz, from the University of Illinois at Champaign-Urbana, maintain that "When higher achieving students work with lower achieving classmates, the achievement benefits accrue primarily to the lower achievers; when higher-achieving classmates work with higher and lower achievers, achievement benefits accrue to both; and when lower achieving classmates work together in a group without higher achievers' assistance, achievement benefits accrue to none."

In other words, according to Hawley and Rosenholtz, there is no trade-off between equity and quality in desegregated education. Minority students achieve more in desegregated schools than in segregated ones, and white students' achievement is not adversely affected in desegregated classrooms and schools.

The researchers also found that the more integrated human relations programs were with other activities, and the less obvious these programs were, the more integration was likely to be achieved.

Source:
Achieving Quality Integrated Education is available from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (36 pages; $3.95 NEA members, $7.79 nonmembers).

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SECONDARY SCHOOLS TAKE DUAL APPROACH TO DELINQUENCY PREVENTION

Most attempts to reduce student delinquent behavior consist of one of two approaches. Schools either provide direct services for high-risk youth, usually through individual academic and affective counseling, or they take a broader approach by creating an overall school environment that will make desired student behavior more likely.

In Charleston, South Carolina, however, secondary schools took both approaches simultaneously -- and got some handsome results in return. These schools put in schoolwide organizational programs to enhance climate, student achievement, and transition to career and postsecondary education while targeting specific direct individual services to students identified at-risk.

In this double-barrelled effort, they collaborated with researchers at the John Hopkins Center for Social Organization of Schools (CSOS), using the Center's organizational development process -- called Program Development Evaluation -- to develop, implement, and evaluate their improvement activities.

An evaluation of the project by Denise Gottfredson of CSOS shows the power of combining effective management, schoolwide interventions, and individual student services. Not only did the schools implement their interventions reasonably well, but also the experimental schools, when compared to control schools, increased student commitment to school as indicated by rates of dropout, retention, graduation, and standardized achievement test scores. Students perceived an increase in the fairness of school rules, fewer suspensions, and less alienation. They also reported their schools to be safer.

Source:
An Assessment of a Delinquency Prevention Demonstration with Both Individual and Environmental Interventions by Denise C. Gottfredson is available from the Education Research Dissemination Office, Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218 (72 pages, $5.40).

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EFFECTIVE HIGH SCHOOLS, SUCCESSFUL ORGANIZATIONS SHARE COMMON TRAITS

A caring school community where members adhere to a common set of core values is more important to successful high schools than the implementation of specific effective schools practices.

In a review of the research on effective secondary schools, Thomas Corcoran of Research for Better Schools identifies ten characteristics of high school organizational culture that are key to school effectiveness. These are: (1) high levels of trust; (2) high expectations; (3) cooperation and collegiality; (4) high levels of discretionary effort; (5) a concern for student welfare; (6) a belief in improvement; (7) respect for teaching; (8) concern for the weakest members; (9) a sense of collective responsibility; and (10) careful use of time.

These traits, says Corcoran, are similar to those found in all successful organizations, not just schools.

Corcoran maintains that adopting this kind of organizational development approach is particularly suited for high schools, where structural complexity, a strong content orientation, disagreement about goals, and traditional patterns of thinking sometimes make change difficult.

"Raising standards, changing time allocations, or aligning curricula may be beneficial policies, but such policies may not create the sense of a shared moral order, the press toward excellence, or the collegiality characteristic of successful schools," saying Corcoran.

Source:
"Effective Secondary Schools" by Thomas Corcoran appears in Reaching for Excellence: An Effective Schools Sourcebook edited by R. Kyle. Copies are available from the Government Printing Office, Washington, DC 20402 ($9.50, order number 065-000-00-230-2).

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EFFECTIVE DISCIPLINE PROTECTS STUDENTS AND CORRECTS MISBEHAVIOR

Disciplinary policies that take steps to protect students and staff from unruly students while, at the same time, correcting student misbehavior when it does occur, are more effective than policies that rely on either protective or corrective measures alone. Integrated disciplinary policies are also more effective than policies where both protective and corrective measures exist, but operate separately.

John deJung and Kenneth Duckworth of the Center for Educational Policy and Management at the University of Oregon examined student and staff reactions to student discipline policies in three middle schools. Their findings suggest that when one administrator is responsible for student and staff protection but another is in charge of correcting student misbehavior, any strong enforcement of rules achieved by this division may be paid for with a weaker corrective program.

The researchers also found that the emphasis on protection was greater when teachers were involved in developing school discipline policy and when a large proportion of students came from low-income backgrounds. Teachers, in general, were most satisfied with school disciplinary policies when administrators enforced rules strictly and consistently. Most teachers, in fact, took their cues from administrators: the more consistent the administrative enforcement of rules, the more consistent teachers' enforcement of rules.

Source:
An Examination of Student Discipline Policy in Three Middle Schools by John deJung and Kenneth Duckworth is available from CEPM Publications, College of Education, University of Oregon, Eugene, OR 97403 (125 pages, $5.00)

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ACTIVITIES FOR KIDS TEACH ACCEPTANCE AND TRUST

Placing special needs students into regular classrooms can cause discomfort and even classroom disruption. But what seems like a potential problem can be turned into an opportunity for students to get to know one another better with a resource book developed by The NETWORK, Inc., in cooperation with Amesbury, Massachusetts, Public Schools.

Kids Accepted Here: Activities for the Classroom is a compendium of 27 classroom activities designed to create a classroom climate where all students are accepted, supported, and trusted. By allowing students to explore and express their feelings, and to get to know and understand their classmates, children learn that although differences among people exist, people are more alike than they are different.

The activities were developed primarily for students in kindergarten through fourth grade. Examples include lessons in which children utilize their strengths and increase their sense of self-worth by teaching a classroom lesson on somethig they do particularly well; build a vocabulary for differences and feelings by playing word games with a tape recorder; and increase their awareness of feelings of exclusion and rejection by role playing.

Each activity is described with a purpose statement, appropriate grade level, procedures that explain how to set up and carry out the activity, information on time, space, and materials requirements, and any special considerations that should be taken into account before the activity begins.

Source:
Kids Accepted Here: Activities for the Classroom is available from the Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 (37 pages, $7.50 plus $2.00 postage and handling). All orders from individuals and all orders for less than $25.00 must be accompanied by a purchase order.

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EDUCATION GETS FAILING GRADE IN SEX EQUITY

More than a decade after passage of Title IX of the Education Amendments of 1972, sex bias and discrimination remain pervasive at all levels of education.

One result is that both boys and girls are being kept from achieving their full potential. Girls tend to be invisible members of the classroom, receiving fewer academic contacts, less praise, and fewer complex and abstract questions. Boys, on the other hand, are far more likely to be identified as exhibiting learning disabilities, reading problems, and mental retardation.

At the university level, female students receive 28 percent less in grant awards and 16 percent less in loans than males. And the discrimination continues into the workplace. A male college graduate can anticipate earning $329,000 more than a male who graduates from high school. In contrast, a female college graduate is likely to earn only $142,000 more than a female high school graduate.

A modest upswing has occurred in the representation of women in principalships, but this comes after nearly a fifty year decline. In 1928, 55 percent of principals were women. By 1978, women held only 18 percent of these positions. The figures turned upward in 1981, when female representation had climbed to 23 percent. The number of women in other adminstrative positions is growing as well, albeit slowly. In the early 1970s, only three percent of associate, deputy, and/or assistant superindendents were women. A decade later, this figure had climbed to nine percent.

These findings and others are being distributed by The Mid-Atlantic Center for Sex Equity in a series of five "report cards" summarizing research on the extent of sex bias in education. "Report cards" are titled Sex Bias in Colleges and Universities; Sex Bias in Mathematics, Computer Science and Technology; Women in Educational Administration; Education and the Teenage Pregnancy Puzzle; and Gifted Girls: The Disappearing Act.

Source:
The "report card" series is available from The Mid-Altantic Center for Sex Equity, The NETWORK, Inc., 5010 Wisconsin Avenue, NW, Suite 310, Washington, DC 20016. Please make checks payable to The NETWORK, Inc. ($2.50 for the set of five "report cards" or $1.00 each if ordered individually).

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LARGE SCHOOLS MORE DISORDERLY, BUT . . .

In general, large schools experience more disorder than do small schools, according to a national study of secondary schools by Denise Gottfredson.

But . . . when she adds some administrative variables to the mix, she finds that the effects of size can be substantially reduced. Large schools show less disorder and appear to be safer places when teachers have high morale, good perceptions of the adminstration of the school, and participate in planning and action in the school, and when students report that school rules are clear.

Gottfredson notes that these variables reflect a "smooth administration," which can counter the negative effects of large size.

Source:
School Size and School Disorder by Denise C. Gottfredson is available from the Educational Research Dissemination Office, Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218 (44 pages, $3.00).

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RESEARCHER GIVES INSIGHT INTO IMPROVING SCHOOLING FOR NON-ENGLISH SPEAKING STUDENTS

As the number of students with only a limited English-speaking ability grows, so does the potential dropout problem. Nevertheless, some clues to solving the dilemna exist. Patricia Milazzo of SWRL Education Research and Development reviews six promising approaches to improving schooling for students from diversified language and cultural backgrounds. Among them she cites (1) curriculum improvements such as aligning the English curriculum so that it takes advantage of proficiencies that students already have in their native language; (2) revising teachers' and administrators' credentialling requirements to develop larger numbers of teachers and administrators from the same ethnic heritage as students; (3) establishing work experience programs that show promise for retaining potential dropouts; (4) creative academic schooling alternatives leading to a GED or some other high school equivalency diploma; (5) developing new high school continuation programs with smaller classes for children who are experiencing difficulties in regular classrooms; and (6) instituting strong parent and community programs to decrease one of the most critical problems that schools face -- high absenteeism.

Source:
A Statement on Improving Schooling for Students from Diversified Language and Cultural Backgrounds was prepared by Patricia Milazzo for The Subcommittee on Elementary, Secondary, and Vocational Education. It is available free of charge from SWRL Educational Research and Development, 4665 Lampson Ave., Los Alamitos, CA 90720.

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SCHOOLS VIEW THEMSELVES AS COLLABORATORS IN PREGNANCY PREVENTION

Although schools are concerned about the rising rate of adolescent pregnancy, most do not consider it their responsibility to initiate major pregnancy prevention programs. They are, however, willing to collaborate with social agencies and volunteer organizations to address the problem, says a report to the Ford Foundation by the Academy for Educational Development (AED).

AED surveyed early adolescent pregnancy prevention programs in six cities during 1985 and found that educators generally viewed their appropriate role in such programs as providing: (1) sound academic instruction, including sex education; (2) dropout prevention programs targeted to at-risk youth; and (3) special services or alternative programs for pregnant young adolescents and those who are already parents.

Attempts by some schools to do more, says the survey report, have usually met with frustration because of the lack of support from higher levels of administration, inadequate training of teachers for teaching sex education, and some opposition by a few, very vocal parents.

Adolescent pregnancy prevention programs that hold the most promise, according to AED, are those that establish formal ties between schools and community-based organizations. Community organizations frequently have not only the staffing and funding to confront the adolescent pregnancy problem, but also the flexibility and substantive expertise. The role of the school principal in such a program would be to serve as "the gatekeeper" to outside agencies.

Source:
A Survey of Primary Pregnancy Prevention Activities for Early Adolescents in Six Cities is available from the Academy for Educational Development, 680 Fifth Avenue, New York, NY 10019, Attn: Accounting (80 pages, $6.50).

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SUCCESSFUL LATINO ADULTS TALK TO YOUTH ABOUT BENEFITS OF EDUCATION AND WORLD OF WORK

Five Latino adults, all credible role models for high school youth and young adults exploring the world of work, talk about their lives and careers in a videotape developed by The NETWORK, Inc.

None of the five individuals is a super achiever, yet each enjoys a career that is far more successful than he or she ever thought possible. They work in fields as varied as law enforcement, high tech, and education.

To young people who must conquer the obstacles of poverty, cultural differences, and language barriers, these people communicate optimism, sincerity, and hope. Their message is about the importance of finishing high school, mastering English, and waiting for the right time before beginning a family. Says one, "You definitely have to work for what you want. Because you are Hispanic, it doesn't mean you have to keep yourself isolated. You have as much chance as anyone else in the United States."

Included with the video is an 80-page guide for discussion leaders with units on career exploration; nontraditional careers; job discrimination; and family, marriage, and careers. Both the videotape and the guide are available in English or Spanish versions.

Source:
Breaking Through: Portraits of Winners is available from The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 (30-minute videotape and 80-page guide, $150.00 plus $2.00 shipping and handling. All orders from individuals must be prepaid. Orders from institutions must be accompanied by purchase order. Available in 1/2" or 3/4" tape. Indicate English or Spanish version.) A free brochure is also available.

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098
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BUSINESS-EDUCATION PARTNERSHIPS PROVIDE ONE EFFECTIVE STRATEGY FOR HELPING SCHOOLS IMPROVE

Good schools are good for business, and in an increasing number of communities, businesses are showing that they can be good for schools as well. Business-education partnerships constitute one of the nation's fastest-growing strategies for school improvement.

But educators and business leaders whose partnerships are getting off to a slow start shouldn't get discouraged. Most effective partnerships begin that way.

A team of researchers led by David A. Zacchei and Jill A. Mirman of The Regional Laboratory for Educational Improvement of the Northeast and Islands analyzed existing business-education partnerships from the perspective of research on successful school improvement and found that effective partnerships generally follow the same pattern. They begin small -- the researchers call this the support stage -- with a school receiving financial or material support for a long-term project; then move on to a cooperation stage where both partners are involved in establishing objectives and implementing programs; and then, finally, reach real collaboration with a stable partnership team and a shared sense of purpose.

The research team also identified eight steps for developing effective partnerships: (1) make contact with potential partners; (2) involve both planners and doers on the team; (3) integrate the partnership with other improvement efforts; (4) develop an action plan; (5) implement the plan; (6) maintain the partnership; (7) evaluate the partnership's success; and (8) expand the partnership activities.

Source:
Business-Education Partnerships: Strategies for School Improvement is available from The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 (88 pages, $7.50 plus $2.00 postage and handling; orders under $25.00 must be prepaid; all others must be accompanied by a purchase order; bulk rates available).

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STRONG LOCAL ORGANIZATION AND COMMUNITY INVOLVEMENT STEM SCHOOL DROPOUT RATE

Calling the high rate of school dropouts a "national tragedy," the Appalachian Regional Commission maintains that its identification of practical, inexpensive ways to address the problem "can have promising implications not only for Appalachia, but for the nation."

Some Appalachian counties have dropout rates as high as 50 percent -- more than double the national average.

Successful efforts to keep young people in school, according to the ARC, all share "certain common themes," the most important of which is strong local organization and extensive community involvement.

At the same time, however, the ARC cites a significant lack of community awareness of the dropout problem. Most respondents to an ARC-sponsored survey believe the dropout rate in their community to be less than 10 percent. Up to 70 percent were not aware of any dropout prevention programs in their community or state. Parents were most often cited as being to blame when their children dropped out of school.

"Experience in Appaliachian communities indicates that when community leaders and concerned citizens are made aware of the problem, solutions begin to take shape," says the report.

Source:
Dropout Prevention in Appaliachia: Lessons for the Nation is available from the Appalachian Regional Commission, Suite 700, 1666 Connecticut Ave., NW, Washington, DC 20235 (16 pages, free).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098
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CITIZEN VOLUNTEERS INCREASE STUDENT AND STAFF PRODUCTIVITY AND BUILD GRASS-ROOTS SUPPORT

Citizen volunteers can help students learn foreign languages, serve as "special friends" to troubled students, guide special projects, assist in school libraries, and tutor students in every conceivable academic area.

The list of how volunteers can help schools "is as long as the human imagination is rich," say Samuel Halperin and Daniel W. Merenda in Noble Allies: Volunteers in the Schools, a pamphlet published by the Council for Basic Education.

So why haven't educators taken more advantage of this untapped resource of citizen volunteers?

One reason, the authors suggest, is that many administrators equate volunteers with advisory committees and councils forced upon them by federal and state legislation.

Another obstacle, they say, is that few administrators are prepared to pay sufficient attention to managing a volunteer program that requires establishing guidelines, conducting an assessment of staff needs for volunteers, and providing volunteers with training.

But prinicipals who aren't willing to devote the extra time and attention to citizen volunteer programs are missing out on much more than just increases in student and staff productivity, claim Halperin and Merenda. They're also missing out on a valuable opportunity to build grass-roots support for education. "The business community's political influence in shaping public policy for our schools may well depend upon how effective educators have been in involving business' employees as volunteers in the teaching of their children," they note.

Source:
Noble Allies: Volunteers in the Schools is available from the Council for Basic Education, 725 Fifteenth St., NW, Washington, DC 20005 (6 pages, $3.00 each plus $2.50 postage and handling, 20 percent discount on orders of 20 or more).

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TEACHERS LEARN NEW SKILLS FOR MAKING PARENTS PARTNERS

Parents aren't the only ones having to learn new skills in order to become active partners in the educational process. Teachers must learn them, too.

Communicating with parents effectively and appropriately, involving them in children's education both at home and at school, and encouraging their participation in school governance are all skills teachers need to add to their repertoire if parent involvement programs are to be successful.

To help teacher trainers plan programs that teach these and other parent involvement skills, the Southwest Educational Development Laboratory has combined practitioners' recommendations, key ideas from the literature, and the results of a survey of experts and college/university faculty into a set of parent involvement training guidelines and strategies.

Guidelines are composed of short paragraphs describing knowledge about parent involvement that teachers must have, understandings or personal interpretations of factors involved in parent participation in education, and skills that teachers need to develop in preparation for working with parents. One suggests, for example, that teachers need to know about and be able to apply the interests, skills, needs, and characteristics of parents to the learning actvities of their youngsters. Another addresses teachers' new need to identify, access, and evaluate specific models of parent involvement.

Strategies, on the other hand, identify relevant preservice and inservice training experiences that can help teachers learn these new skills.

The guidelines and strategies are not training modules. Instead, what they do is help teacher trainers organize and use already available parent involvement teacher training materials in their own training programs.

They can also help trainers determine the content of their training programs.

Source:
Teacher/Parent Partnerships: Guidelines and Strategies for Training Teachers in Parent Involvement Skills by David L. Williams, Jr., and Nancy Feyl Chavkin is available from the Publications Office, Southwest Educational Development Laboratory, 211 East Seventh St., Austin, TX 78701 (38 pages, $3.00 plus $.50 postage and handling, payable in advance).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098.
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PARENT-TEACHER RELATIONSHIPS INFLUENCE STUDENT DEVELOPMENT AND MOTIVATION TO LEARN

Teachers and parents have similar goals for children's development.

"Teachers have a stake in the child's manners, behavior, and treatment of others, just as they have a stake in the student's academic skills and improvement. Parents have a stake in the child's mastery of basic skills and experiences with advanced skills, just as they care about the child's social and emotional skills development," says Joyce Epstein of the Center for Research on Elementary and Middle Schools.

The stronger the interplay between the two, Epstein argues, the higher the student's motivation to succeed.

The manipulable variable in all this, Epstein contends, is parent involvement. "At any time, in any school, and in any family," she says, "parent involvement is a variable that can be increased or decreased by teachers, administrators, parents, and students. Each member of the school and family organizations can act to include or exclude parents from their children's education."

The message for educators is that teachers need to constantly update parents' understanding and involvement in school practices. "If teachers do not utilize the home as an ally of the school, part of the child's total educational and socializing environment... is ignored," Epstein concludes.

Source:
Toward an Integrated Theory of School and Family Connections is available from the Center for Research on Elementary and Middle Schools, Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218 (56 pages, $5.00 prepaid).

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REFORM NEGLECTS THOSE MOST IN NEED, RESEARCHER CHARGES

The educational reform reports produced by special commissions and scholars over the past three years have passed over the very students in most need of assistance, says Henry M. Levin of Stanford University's Institute for Research on Educational Finance and Governance. These students are the educationally disadvantaged.

Moreover, Levin claims, some of these students may actually be harmed by reforms that pose additional barriers to high school completion. The reason is that the new standards are not backed up by the resources and assistance disadvantaged students need in order to meet them.

But, explains Levin, the real story lies in the numbers. Disadvantaged students already represent about 30 percent of the country's entire elementary and secondary school population. Recent immigration from impoverished countries in Latin America and Africa is making the proportion steadily larger. Unless action is taken swiftly, the social and economic consequences of such neglect are almost certain to end in a two-tiered society in which the underclass suffers high unemployment, low incomes, dependence of public assistance, and a high rate of criminal involvement.

Levin argues that the benefits of providing appropriate educational services to these students far exceed the costs, and he proposes a four-component strategy to fight the problem. His strategy involves a combination of preschool enrichment, home and school resources, and a large dose of language help for students of limited English proficiency.

None of this will happen, though, the researcher warns, unless the education of the disadvantaged becomes a crucial priority on the nation's policy agenda. The responsibility for pursuing this agenda belongs to everyone -- students, parents, schools, state agencies, colleges and universities, businesses, and the federal government.

Source:
Educational Reform for Disadvantaged Students: An Emerging Crisis by Henry M. Levin is available from the National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (39 pages, $7.95 prepaid).

The Cutting Edge: New R&D Products is provided by The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, Mass 01810 (617) 470-0098.
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SECRETARY'S REPORT NEGLECTS RESEARCH IN CHILD DEVELOPMENT, NEEDS OF POOR AND MINORITIES

First Lessons, Secretary of Education William Bennett's report on elementary education, neglects research in child development and ignores the needs of poor and minority students, said participants at a colloquium sponsored by the Elementary School Center.

"I was very concerned about this report's unwillingness to recognize diversity," said Melvin Levine, M.D., of the University of North Carolina School of Medicine. "This has such implications for teachers that it's almost scandalous for a teacher to be facing a group of children and not be highly educated in these areas."

Joan Lipsitz of the Lilly Endowment criticized the report as "less than forthright about the vast differences in resources and outcomes of public schools in America." Because of the report, she said, "We must be even more worried about the most disenfranchised in our society who have few options by virtue of poverty, family limitations, race, and sex, who need special attention and additional commitment, even covenant, from adults that only the federal government can stimulate adequately," she said.

Also discussed in relation to the report were "new demographics," subject matter integration, teacher certification, standards and testing, special education, and the role of the school principal.

Participants included public and private educators, researchers, pediatricians, local, state and national policymakers, and several members of the secretary's Elementary Education Study Group.

Source:
Focus on the Child: Advancing Elementary Education is available from the Elementary School Center, 2 E. 103 St., New York, NY 10029 (52 pages, $5.00 ESC members, $7.00 non-members).

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RESOURCES DEVOTED TO SOLVING DROPOUT PROBLEM FALL FAR BELOW WHAT DROPOUTS COST SOCIETY

High school dropouts lose $228 billion in lifetime earnings per graduating class. Individually, male high school dropouts would earn $266,000 more over their lifetimes and females $199,000 more if they had stayed in school. For society, these figures translate into a loss of $68 billion in tax revenue.

The costs to society incurred by a high dropout rate also appear in the form of welfare and unemployment subsidies, demands on health services, and various costs related to criminal activity.

And, says James S. Catterall of the Stanford Education Policy Institute, "It appears that nothing approaching even these drastically reduced cost estimates is directed to the dropout problem or to the potential dropout in our schools."

Catterall warns that the costs to society are likely to grow even larger. "Addressing the problem requires perhaps painful allocations of current public resources for the promise of returns extending far into the future. The exigencies of electoral politics and the press of current claims can dampen enthusiasm for this type of investing," he says.

Catterall is careful not to suggest, however, that all of the costs now borne by society would disappear if today's dropouts went back to school. Some dropouts would still not match their more persistent peers in earning power simply because they would not be equal to them in all of the attributes regarded as necessary for success in the labor market. Also, the added manpower supply brought on by the universal completion of high school could depress wage offers for new graduates and increase the ranks of unemployed diploma holders, he remarks.

Source:
On the Social Costs of Dropping Out of School is available from the Stanford Education Policy Institute, School of Education, Stanford University, Stanford, CA 94305 (27 pages, $2.00).

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HIGHER STANDARDS HAVE NEGATIVE POTENTIAL

Raising standards may encourage greater student effort and time on schoolwork. This, in turn, may produce higher achievement.

But raising standards may also cause more school failure. While this happens, the logical outcome is likely to be more students dropping out of school, according to researchers at the Center for Social Organization of Schools at Johns Hopkins University.

Researchers Edward McDill, Gary Natriello, and Aaron Pallas reviewed various commission reports and found that, in the main, their recommendations addressed three categories of standards: those involving more rigorous content, those involving greater time from students, and those involving demands for higher levels of achievement. Their subsequent review of the literature on school dropouts led them to conclude that: (1) recommendations for a restricted core of curriculum requirements may lead to greater academic stratification and less student choice in schools; (2) the recommendation that schools demand more student time may lead to more conflicts between the demands of schools and other demands placed upon students, and (3) the recommendation to raise required levels of achievement may lead to more student experience with failure.

All need not be lost, however. The researchers are convinced that many of these deleterious effects can be counteracted or lessened by altering school organizational characteristics that affect the development of at-risk students. Among the alterable characteristics they discuss are school size, structure, and content of the curriculum, and school climate.

Source:
Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts by Edward L. McDill, Gary Natriello, and Aaron M. Pallas is available from the Educational Research Dissemination Office, Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218 (49 pages, $3.70).

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DROPOUT PREVENTION NEEDS ADVOCATE TO BECOME PRIORITY

The first step in reducing school dropouts is to put someone in charge -- an advocate -- who can make dropout prevention a national priority.

That's one strategy to begin coping with the dropout problem offered by the Institute for Educational Leadership in School Dropouts: Everybody's Problem.

"At federal, state, and local levels, an agency, task force or other group with authority to conduct research and bring diverse resources together, should be given responsibilty for recommendations, financing, action, and evaluation," the report says.

Such a leadership group might enlist other groups and public agencies in a media campaign to tell young people that society cares about them. It might also campaign to establish common definitions for school dropouts in districts and states, and develop data collection procedures that will be "comparable, consistent, and useful for public planning."

The IEL report also suggests dropout prevention activities for various levels of policymakers. The federal government, for example, could set standards for uniform data collection and sponsor research to investigate successful and unsuccessful dropout prevention strategies. States could assess and adjust finance formulas to make sure that schools with high dropout rates have enough resources. School districts could offer more training incentives to teachers working with at-risk youth.

Recommendations contained in the report are the result of an invitational conference hosted by IEL with support of the Carnegie Corporation of New York.

Source:
School Dropouts: Everybody's Problem is available from The Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, NW, Washington, DC 20036 (58 pages, $5.00 plus $1.00 postage and handling).

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DROPOUT PREVENTION SHOULD BEGIN IN PRESCHOOL AND INVOLVE HOME AS WELL AS SCHOOL RESOURCES

Dropout prevention must start as early as preschool and continue throughout the "at-risk" child's elementary and secondary school experience, states Harriet Doss Willis in a new report published by the North Central Regional Educational Laboratory.

"Preschool enrichment must begin in the home by providing parents with the knowledge and resources to help their children," says Doss Willis. Strengthening the educational content of day care centers and preschools, and allowing young parents to continue their own educations while simultaneously involving them in their children's learning, are also extremely important, she maintains.

At the primary level, Doss Willis recommends restructuring education, and particularly instruction in the basic skills, so that it takes place in "an environment that is not oppressive." She cites peer teaching and cooperative learning as two approaches that have been found to work well for low performing students.

To keep secondary school students in school, Doss Willis suggests that schools link education and part-time employment; use basic skills instruction to stimulate student's knowledge of the world; and make greater efforts to coordinate their efforts with students' families, youth service providers, and the business community.

Source:
Students at Risk: A Review of Conditions, Circumstances, Indicators, and Educational Implications is available from the North Central Regional Educational Laboratory, Clipboard Dissemination Program, 295 Emroy Ave., Elmhurst, IL 60126 (37 pages, $6.50).

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